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Program to Increase the Effectiveness of Foreign Language Utilization by Employing Language Laboratory Aides: Program Evaluation.

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This is a program evaluation of a language laboratory aide project initiated in two Milwaukee high schools. Some brief remarks on objectives, the schools involved, and project procedures are followed by the evaluation plan. Major attention is directed to the section on results, including pretest and posttest comparisons, a follow-up study, student reactions, teacher reactions, a laboratory aides analysis, and a laboratory utilization index. Results were generally positive. (AF)

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

PROGRAM TO INCREASE THE EFFECTIVENESS OF FOREIGN LANGUAGE UTILIZATION BY EMPLOYING LANGUAGE LABORATORY AIDES

SEPTEMBER 6, 1966 -- JUNE 16, 1967

PROGRAM EVALUATION

conducted by

DEPARTMENT OF PSYCHOLOGICAL SERVICES AND EDUCATIONAL RESEARCH

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INTRODUCTION

The purpose of the foreign language project funded under Title I of the Elementary and Secondary Education Act was to improve the teaching-learning environment in the language laboratories through the provision of part-time language laboratory aides. The implementation of the project services at two core area secondary schools provided the foreign language teachers with the opportunity of increased laboratory utilization.

The language laboratory aide project was initiated for Riverside High School in February, 1966, with a second school, Rufus King High School, added in September, 1966. The present report covered the period from September, 1966, through June, 1967.

The specific objectives of the project were:

1. To improve the teaching-learning environment in the language laboratories.
2. To increase student utilization of the language laboratory.
3. To provide the foreign language teachers time for more individual instruction of educationally disadvantaged students.

PROJECT POPULATION

The foreign language population for the first semester at Riverside and Rufus King High Schools involved 1,225 students studying French, German, Latin and Spanish. These students represented nine percent of the city-wide foreign language population. Enrollment for the second semester was 995 representing eight percent of the city-wide foreign language population.

PROJECT PROCEDURES AND ACTIVITIES

Selection Procedures

Students enrolling in foreign language classes in the project schools were eligible to use the language laboratory, and the services of the aide. The classes using the laboratory facilities were predominately Spanish, French and German. The Latin students occasionally used the laboratory; however, due to the overcrowded conditions, use of Latin tapes tended to be accomplished in the classroom rather than in the laboratory. The nature and extent of language laboratory usage depended on teacher assignments.

Project Operational Procedures

The foreign language students were given assignments which required the use of the language tapes from time to time by the teacher conducting the course. Attendance in the language laboratory was, therefore, required according to the unit under study in the class. Some requirements were fulfilled in class groups; others at the students' own scheduling. Procedures for signing up for the use of the laboratory for each time period were established at both schools. The evolvement of these scheduling procedures proved one of the most difficult aspects of the project.

EVALUATION PLAN

Research Design

The evaluation design included attitudinal measures on students and teachers in an effort to assess the perceptions of these two groups of people about the services of the language laboratory aides. Both student and teacher attitudinal scales were built cooperatively by foreign language teachers, the project coordinator and the research associate. The first eleven items of the Student Attitude Scale were completed by all students; the last five items were constructed for second year students. However, the follow-up sample was able to respond to all 16 items of the instrument. The Student Attitude Scale and percentage of "yes" response are included in Appendixes A and B respectively. Student attitude measures were taken at the beginning and end of the first semester, with a small sample follow-up during the middle of the second semester. The follow-up sample was used for the collection of report card data. The Teacher Attitude Scale was administered at the end of both the first and second semesters.

Attendance data were collected on the use of the laboratories at the two project schools. This information was compared with the previous year's laboratory utilization charts for both project schools and three other city schools which have language laboratory facilities.

Logs were kept by the aides reporting the type of activities they carried out each week. These records were summarized by semester indicating the percentage of activities falling into each category listed.

Sample Selection

The sample population was stratified according to the language studied, and the level, first year or second year. Proportions of students

corresponding to the total school populations of foreign language students were selected for inclusion in the sample. Representative classes were randomly selected from each school. The resulting sample was administered a student attitude scale at the beginning and end of the first semester. A random sample of the first semester sample group was selected for follow-up study during the middle of the second semester. Population figures reported in Table 1 were for the first administration of the attitude scale. The post-test population was considerably smaller due to the mobility of core-area population. The population was also reduced by attrition due to the academic demands of foreign language curriculum. Students were asked to identify their sex which permitted analyses of responses on this variable.

TABLE 1

PRETEST FOREIGN LANGUAGE SAMPLE POPULATION

	Riverside High School (A)				Rufus King High School (B)			
	1st Year		2nd Year		1st Year		2nd Year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
French	4	31	6	15	12	16	9	21
Spanish	13	9	8	11	22	33	12	12
German	17	17	15	7	16	14	12	7
Totals	34	57	29	33	50	63	33	45

Data Collection Schedule

The student attitude scale was administered in October, 1966, and January, 1967. The follow-up data was collected during March, 1967. The teacher questionnaire was given in January and June of 1967.

The laboratory utilization charts and logs were tabulated weekly and summarized at the end of the first semester and second semester.

Procedures for Analysis of Data

Student responses were tabulated for the first, second and follow-up administration of the attitude scale. The data from the first administration was used to design the most appropriate analysis of the comparative data. Riverside High School was designated as School A and Rufus King High School was identified as School B for purposes of tabular simplicity.

Comparisons of student responses were made by item and by categorical variable through the use of chi square. This statistical technique compared the frequency of responses found in the study with frequencies which could have been found by chance occurrence. A significant chi square implied that some variable other than chance was contributing to the frequencies found in the investigation. No causation can be inferred from chi square, only that the groups were responding differently than by chance occurrence. Some variable other than chance was contributing to the way these students responded, perhaps the project operational procedures.

The report card data for the follow-up sample were summarized descriptively. Correlational analysis was computed to investigate the relationships of foreign language second semester grades and conduct for the first and third marking periods with total grade point average (GPA) and the student attitude scores.

The responses to the Teacher Attitude Scale (Appendix C) were tallied for both semesters and percentage summaries were reported. Openended suggestions were recorded along with the number of times the comments were reported.

Work Aide Analysis Sheets were tallied and semester percentage of duty summaries were prepared.

The frequencies from the Language Laboratory Utilization Sheets were prepared for three semesters. Data from the two project schools and three nonproject schools were collected. Chi square was used to compare the frequency of language laboratory usage over three semesters and among all combinations of schools.

RESULTS

Pretest Analysis

The first eleven items of the Student Attitude Scale asked for reactions about the current foreign language course of study, and were answered by all students sampled. The last five items asked students to compare their present reactions with a preceding foreign language course. The full sixteen-item scale was completed by all second year students during the first semester study and by the follow-up sample conducted second semester.

The use of chi square for the pretest responses indicated no significant differences between the attitudes of boys and girls for either the first or second year students, yet boys tended to respond more positively than did girls. Though first year students were comparable in their response patterns across schools, the second year students reacted with a significant difference from school to school on the pretest. Perhaps the fact that School A was in its second semester of project operational procedures contributed to this difference. These chi square values are reported in Table 2. A chi square value larger than the probability of chance occurrence values is indicated by the appropriate asterisk.

TABLE 2

PRETEST CHI SQUARE VALUES BETWEEN SEX AND SCHOOLS
STUDENT ATTITUDE SCALE

Categorical Variable	1st Year Students	2nd Year Students
Boy - Girl	.0000	1.3533
School A - B	3.1280	8.8407**

** >.01

Though a significant difference appeared between schools at the second year level of foreign language study, when only the first eleven items were tabulated for second year study, a chi square of .1265 indicated no significant school differences. The five additional items used with second year students assessing their perceptions about present and past courses of foreign language apparently contributed the greatest variation in response patterns revealed by the significant school differences at the second year level reported in Table 2.

When comparisons were made between the responses of first and second year students on the first 11 items, significant differences appeared at both schools. The first year students from two schools were more alike in their attitudes toward language study than were the second year students from the two schools. First and second year students did not respond in the same manner to the first 11 items on the attitude scale. Table 3 reports these chi square values.

TABLE 3

FIRST AND SECOND YEAR STUDENT PRETEST
TOTAL RESPONSE TO FIRST ELEVEN ITEMS
STUDENT ATTITUDE SCALE

	School A	School B
1st year - 2nd year	29.2864**	55.9908**

** >.01

Individual item chi squares were computed for first year and second year students in order to disseminate specific information to the project director on the particular attitudinal concept differences in student response patterns.

Percentage of "yes" response was computed for all three testing situations, pre, post and follow-up samples. Both the content of the items and the percentages of "yes" response may be referred to in Appendixes A and B respectively.

The average student response on the pretest was positively oriented toward the items included in the instrument. Item eleven, "I would like to continue the foreign language I'm taking and plan to enroll in the next course offered," which yielded the only significant difference for first year students on the pretest, favored School B where 93 percent of the students planned to enroll in another foreign language class. However, even School A reported 77 percent of the students in favor of enrolling in the next course. Though no school differences appeared on this item for the second year students on the pretest, three-fourths of these students also plan to continue foreign language study in the future.

First year students were more positively oriented to the items on the questionnaire than were second year students, with School A students responding slightly more positively than School B students at the second year level but reversing this pattern at the first year level. This trend was consistent for both pre and post-testing groups. Item nine, "Because of the lab aide my teacher is able to give me special help outside the lab when I need it," reveals the majority of three groups of students on the pretest as perceiving that the aide has contributed toward the provision of closer student-teacher relationships. However, the second year students at School B did not perceive this to be the case.

When examining the six critical pretest items revealing significant school differences at the second year level, five of them were positively oriented toward School A. For item 13 the students from School B were more satisfied with their progress in foreign language last semester than were School A students.

The majority of students for all four groups tested perceived the use of the language laboratory as helpful to them in their study (Items 5, 7, 8, 9 and 10.) Only the second year students at School B disagreed in their responses to items seven and nine; however, this pattern was reversed on the follow-up measure.

Post-Test Comparisons

When comparisons were made between pre and post-testing situations, interesting changes in response patterns appeared. Chi squares were computed by individual item for schools and level of foreign language study. This information was disseminated to the project director. The changes occurred in the direction of a less positive response pattern at the post-testing situation for both schools and level of foreign language study. This trend occurred for all but one item for the first year students - for item three School B was more positively oriented toward their teachers at the second testing situation than at the beginning of the semester. Second year students reported positive changes for five items (3, 9, 11, 12 and 13,) four of these occurring at School B and one at School A.

First year students revealed significant negative changes for both schools on items one and two, while School B reported a significant negative change for item seven. The second year students again were inconsistent in their response patterns for the two schools. Though each school revealed significant differences between pre and post response patterns for three items, no significant chi squares appeared on identical items, nor was the direction of the change consistently positive or negative. School A reported two negative and one positive change for items 7, 13 and 15, while School B indicated two positive changes and one negative change for items 1, 3 and 9.

Follow-Up Study

The follow-up group of students were randomly selected from those students participating in the first semester evaluation study. Since the instrument had been given at the beginning and end of a semester, the follow-up administration occurred during the middle of the second semester. The first year students were in their second semester of foreign language study and could now respond to all 16 items on the questionnaire. Referring to Appendix B at mid-semester first year students tended to respond slightly more positively than did second year students. Only six items reversed this pattern, items 4, 7 and 16 for School A while items 3, 6 and 8 revealed a reversal for School B. Generally speaking, the time sample of student perceptions at mid-semester tended to fall somewhere in between the highly positive attitudes reported at the beginning of the semester and the less positive responses reported at the end of the semester. However, this pattern was not consistent for all items or all groups.

When group comparisons were made through the use of chi square between the end of semester testing and middle semester responses significant differences appearing for first year students were reported for six items, 1, 2, 7, 8, 10 and 11. School A reported differences for items 2, 8, 9 and 11 while School B revealed differences on items 1, 7, 10 and 11. For each school three of these changes were in a positive direction. The negative change on item 11 was common to both schools; significantly fewer students "plan to enroll in the next foreign language course offered" at the middle of the second semester of study than at the end of the first semester.

Second year students responded significantly more positively at the mid-semester evaluation than the preceding end of semester responses to

seven items, 7, 8, 10, 12, 13, 15 and 16. Four of these items, 7, 10, 12 and 16 were common to both schools. Three items revealed significantly negative changes, School A on item 13, and School B on items 11 and 15. The appearance of these significantly positive changes at the second year level of foreign language study seemed to support the need for a considerable amount of time for using the language laboratory facilities for students to perceive a resulting benefit to their academic achievement.

Total response on second year students for comparisons between the pre and post-testing situations indicated a negative change significant between the .02 and .05 level for School A but no significant change for School B. The pattern was reversed again for first year students, School A revealing no significant difference while School B reported a difference significant between the .02 and .01 level. These values were reported in Table 4. No significant chi squares appeared when comparisons were made from post-test to follow-up testing.

TABLE 4

PRE, POST-TEST AND FOLLOW-UP TOTAL RESPONSE CHI SQUARE VALUES

School	First Year		Second Year	
	Pre - Post	Post - Follow-up	Pre - Post	Post - Follow-up
A	1.594	3.296	4.935*	1.940
B	6.000*	.655	2.050	.7011

* >.05

Again, when the second year students' total response to the first eleven items in the post-test was examined, no significant differences occurred

either between schools or from the pretest to the post-test, yielding chi squares of 2.578 and .000 respectively. These findings were confirmed at the follow-up testing comparisons, with one exceptic School B revealed a chi square of 5.699 for the total 16 item comparison between first and second year students with the more positive response favoring the first year students. Nor were there any sex differences in response patterns at the post testing situation.

The follow-up sample was used to describe foreign language student characteristics and their relationship to student total scores on the attitude scale. Computations were made for level of study and schools. Table 5 reports the means for the variables investigated.

TABLE 5

DESCRIPTIVE MEANS FOR FOREIGN LANGUAGE STUDENTS

	Foreign Language Grades	Conduct	GPA	Attitudes
First Year Students				
School A (N = 22)	1.51	1.88	2.17	21.35
School B (N = 26)	2.74	2.94	2.52	20.61
Second Year Students				
School A (N = 15)	1.53	2.05	2.39	17.00
School B (N = 14)	2.57	2.62	2.51	16.70

These mean values indicated that the students sampled at School B were consistently performing at a higher mean level than those found at School A. This pattern was found in foreign language grades, total semester grade point

average (GPA) and conduct marks at both levels of foreign language study. However, the attitudinal mean score pattern was reversed in favor of School A. When t values were computed for comparing means on these variables, no significant t values appeared within the levels of foreign language study across schools, nor across levels of study within schools.

Correlations were computed on these variables in order to evaluate their relationships with each other. These values are reported in Table 6. Of these correlations ten revealed t values for a relationship significantly different from zero beyond the .01 level of confidence, and one correlation significant between .05 and .01. The more closely the variables resembled each other, the higher the correlation for relationship. Only one of the four groups revealed a significant relationship between GPA and the attitude scale; in fact, one low inverse relationship appeared, indicating that for the second year students at School A high GPA tended to go with low attitude scores.

TABLE 6

PRODUCT-MOMENT CORRELATIONS FOR STUDENT VARIABLES

	Foreign Lang. Grade - GPA		Foreign Lang. Conduct - GPA		Foreign Lang. Grade - Conduct		GPA - Attitudes	
First Year Students	N	r	N	r	N	r	N	r
School A	22	.82*	22	.65*	22	.77*	17	.38
School B	26	.87*	23	.74*	26	.81*	23	.57*
Second Year Students								
School A	15	.85*	13	.63**	15	.65*	13	-.26
School B	14	.90*	13	.45	14	.43	10	.17

* >.01
** >.05

Teacher Reactions

At the end of the first semester the Teacher Attitude Scale was administered at building departmental meetings, five language teachers from each school in attendance. The responses to each item were tallied and the percentages are quoted in Table 7. All teachers felt that the students received more benefit through the use of the aide than other classes without an aide. However, there were mixed responses to the questions regarding improvement in student motivation and behavior as a result of the services of the aide. For further interpretation the reader is referred to Appendix C for a copy of the questionnaire.

TABLE 7

PERCENTAGE OF RESPONSE TO TEACHER ATTITUDE SCALE
(N = 10)

Item	Semester I Percentages				Semester II Percentages		
	Yes	Neutral	No	No Response	Yes	Neutral	No
1	100				90	10	
2	90		10		80	20	
3	80	20			100		
4	80	20			90	10	
5	20	50	20	10	50	30	10
6	30	50	20		50	30	10
7	60	10	20	10	50	30	10
8	90	10			100		
9	70	20	10		40	30	30
10	50	30	10	10	60	40	

The second semester evaluation was completed individually and forwarded to the research associate by the foreign language department chairman. The percentage of tabulation was reported in Table 7. Few group changes were noticeable from the first semester to the second semester. The teachers felt even more positively oriented toward the contribution of the aides' services by the end of the year. Two items, 1 and 9, reversed this trend.

The last two items of the questionnaire were openended questions, and these responses were tallied and reported in Table 8.

TABLE 8

TEACHER RESPONSES TO OPENENDED QUESTIONS

	Stated by: 1st Semester	2nd Semester
Item 11: In what ways have you been able to improve student performance, or student attitudes, because you have a language lab aide?		
Time is used much more efficiently.	2	
Students' use does not depend on teachers' time. The lab is available any time a student wishes to use it.	1	5
Students have more opportunity to use the lab— thus improving their speaking ability.	2 1	3
I could give my undivided attention to a student— without being bothered about discipline, technical difficulties, etc.	5 1	3
Time left for more new rather than remedial teaching.	1	1
Constant vigilance deters vandalism.		2
Item 12: In what other ways has the use of the language lab aide improved the students' progress?		
Affords more opportunities to use the lab.	2	2
Student monitors were more carefully supervised because they had undivided attention of the lab aide.	2	
I can come in when free and listen and correct.	1	2
No time wasted - tapes are ready to be played— laboratory aide can handle mechanical failures.	2 1	2
Students have begun to accept the lab as a real functioning part of their language learning experience.	1	
Free periods are used for class preparation— lighter work load.		1
Discipline is better.		2
Students, generally speaking, who neglected lab assignments formerly, still do so.		1

Laboratory Aides Analysis

The duties of the aides were tallied from the language laboratory aide work analysis sheets and were summarized for the first semester in Table 9. The percentages were reported on the basis of the number of times the activity was recorded, therefore, in no way reflected the length of time required for each activity. The aides appeared to divide their duties among a large variety of activities geared to release the teachers from nonteaching chores. Percentages of duties performed remained consistent for both semesters tabulated.

TABLE 9

LANGUAGE LABORATORY WORK AIDE ANALYSIS SUMMARY
(N = 4)

Responsibility	First Semester		Second Semester	
	Frequency	Percent	Frequency	Percent
Supervised study hall students.	72	8	62	8
Assisted teachers in orienting students to use lab correctly.	43	5	43	5
Assisted new teachers in proper use of lab equipment.	14	2	23	3
Supervised and trained new language lab cadets.	95	11	82	10
Prepared lab schedule for classes.	48	5	54	7
Organized and supervised "Assignments to Lab" for students.	60	7	54	7
Checked on vandalism to equipment.	32	4	25	3
Organized schedule for housekeeping and equipment maintenance.	38	4	33	4
Maintained log of repairs needed; prepared requisitions for repairs	97	11	96	12
Worked on card index file.	24	3	17	2
Kept tapes and boxes in repair and tapes shelved and labeled.	107	13	94	12
Copied discs on tapes.	19	2	29	4
Maintained log of supplies and forms; requisitioned replacement.	84	9	78	10
Maintained statistics on lab utilization.	65	7	62	8
Processed, spliced, and kept file of tape duplicate requests.	68	8	44	5
Corrected tests, made out grade reports, student activity points.	2	*	1	*
Supervised cleaning of booths and earphones., etc.	7	1	2	*
	875	100	831	100

* Less than .5 percent

Laboratory Utilization Index

To varying degrees attendance records for the use of the language laboratories were kept on weekly language laboratory utilization charts by all schools equipped with these facilities. Project schools used the services of the aides to keep these records while other schools used teacher time to record this information. Comparisons were made between project schools and nonproject schools for the first and second semesters of this year, as well as comparing changes from the second semester school year, 1965-66, when School A first initiated the use of language laboratory aides. Project services began in School B during the Fall, 1966, at which time School A was entering its second semester of language laboratory aide services.

Three nonproject schools with the most complete data were selected to make comparisons with project schools. These schools were John Marshall, Casimir Pulaski and Washington. Frequencies from the three semester summaries were collected for the following categories: total number of periods used, total number of minutes, median length of laboratory period, number of students using the laboratory at 8 a.m. and at 3:20 p.m., and the number of study hall passes issued for the language laboratory. Schools A and B are project schools, while Schools C, D and F are nonproject schools.

Some evidence appeared that usage of the labs tended to drop slightly second semester over first semester for the project schools while nonproject schools reported increased usage. As mentioned earlier, student use of the laboratory was dependent upon teacher assignments as well as the availability of laboratory supervision. In addition, the total language enrollment dropped one percent from first semester 1966 to second semester 1967.

Since foreign language enrollments fluctuated from semester to semester, and were different from school to school, the frequencies were converted into

an average numerical value, based on the total foreign language enrollment for each semester at that school. This computation was performed for all categories except median length of the laboratory period. The numerical averages are reported in Table 10 and represent an index of laboratory utilization for each semester and school. Where no data was reported by the school for a category, that average could not be computed.

TABLE 10

THREE SEMESTER AVERAGES OF LANGUAGE LABORATORY UTILIZATION
BASED ON FOREIGN LANGUAGE ENROLLMENT

School	Average Periods Used	Minutes		Student Average Use of Laboratory		Study Hall Pass Average
		Semester Average	Median Lab Period	8:00 a.m.	3:20 p.m.	
A Semester						
Sp., 1966	.92	20.56	20	1.86	2.09	
Fall,1966	1.32	24.01	20	2.77	3.66	15.83
Sp., 1967	1.26	21.94	15	2.05	2.44	18.86
B Semester						
Sp., 1966	.91	25.49	20	.60	.26	
Fall,1966	1.57	27.14	15	2.08	1.77	9.87
Sp., 1967	1.46	26.50	15	1.25	1.09	7.55
C Semester						
Sp., 1966	.46	13.61	25	.20	.16	
Fall,1966	.47	10.58	25	.10	.09	.03
Sp., 1967	.52	12.88	25	.08	.02	.05
D Semester						
Sp., 1966	.48	15.07	30		.26	
Fall,1966	.40	12.26	30		.08	.10
Sp., 1967	.50	14.81	25			.15
F Semester						
Sp., 1966	.52	11.41	20	1.08	.91	
Fall,1966	.52	10.23	20	.47	.78	1.05
Sp., 1967	.65	12.16	20	.56	.72	.33

This was the first semester records for study hall attendance have been kept, therefore, no comparisons with the previous semester could be made. Through the computation of chi square on the frequencies of the three semesters, comparisons were made on the categories given, with the exception of number of minutes, the value of which was too large for the Olivetti Programma 101 to handle.

All chi square values between project schools and nonproject schools were significantly different from chance occurrence, indicating that there was, in fact, a true difference between schools in the reported laboratory utilization figures for the two semesters Spring, 1966, and Fall, 1967, on the number of periods used, number of students at 8:00 a.m. and at 3:20 p.m. Since School D reported no students using the laboratory at 8:00 a.m. no comparisons could be made for this category. Only the three schools selected for comparisons reported students using the laboratory in the before and after school time periods.

These comparisons all favored the project schools, and of the two project schools, tended to favor School A which had the services of the aides one semester longer than School B. Only two chi square comparisons yielded frequencies which could be attributed to chance occurrence: AB, number of periods used, Spring semester, 1966 and 1967; and AC, number of students using the laboratory at 8:00 a.m., Fall semester, 1966 and Spring semester, 1967.

SUMMARY

The purpose of the secondary foreign language project funded under Title I of the Elementary and Secondary Education Act was to provide a more effective teaching-learning situation through the employment of language laboratory aides.

Prior to the initiation of the project, teachers were required to supervise language laboratory periods on a rotating basis. The significance of the project was the provision for continuous availability of the language laboratory equipment, before, during and after school, without having to use the free periods of the teaching staff.

The project was started during the Spring semester, 1966, in one school, Riverside High School. The present report covered the school year 1966-1967, during which the second school, Rufus King High School, received the project services in addition to Riverside High School.

The specific objectives of the project were:

1. To improve the teaching-learning environment in the language laboratories.
2. To increase student utilization of the language laboratory.
3. To provide the foreign language teachers time for more individual instruction of educationally disadvantaged students.

Students studying French, German, Latin and Spanish used the language laboratory facilities most frequently. 1,225 students participated in the project during the first semester and 995 during the second semester.

Four part-time aides were trained to supervise the language laboratory facilities at the two schools. The foreign language staffs at each school were responsible for organizing the schedules for student use of the facilities. Student attendance in the laboratory was dependent upon teacher assignments which required the use of the tapes.

A Student Attitude Scale was prepared to assess comparisons in student perceptions on the use of the laboratory facilities. A representative sample was selected across schools and first year and second year students. The aptitude scale was administered at the beginning and end of the first semester. The first eleven items were applicable to all students, while the last five items were constructed for second year students. A random sample was selected from the first testing group to follow-up during the middle of the second semester. These students were able to respond to all 16 items. Report card data was collected on the follow-up sample.

A Teacher Attitude Scale was completed at the end of both semesters.

Two semester summaries were prepared for the duties performed by the aides.

Language laboratory utilization records were summarized for three semesters, comparing frequency of student usage between project schools and three nonproject schools.

In general, the students reported positively toward the objectives measured by the instrument. First year students tended to respond more positively than second year students, and boys more positively than girls. The school which had received the services of the aides one semester longer than the other school revealed that second year students responded slightly more positively. This trend was reversed at the first year of foreign language study. The majority of students for all four groups tested perceived the use of the language laboratory aide as helpful to them in their study.

The changes in student responses to the questionnaire tended to be highly positive at the beginning of a semester and move toward slightly less positive attitudes by the end of the semester. Significant differences were found on individual item changes but no consistent trend appeared. Some indication was

evidenced that the first eleven items of the scale yielded consistent response patterns across all groups tested, and that the last five items were able to pick up group differences.

The achievement data revealed comparable mean foreign language grades, conduct and total GPA for these four groups of students. Significant relationships were found between the achievement variables, but only one group revealed a significant correlation between GPA and the attitude scale.

The teachers responded favorably to the services of the aides in the Teacher Attitude Scale. They reported even more positively at the end of the second semester than at the end of the first semester. However, they had difficulty in perceiving improvement in student motivation and behavior as a result of the aides' services.

The most significant findings of the investigation were the differences reported in the utilization of the language laboratories. Not only did project schools use the laboratories more frequently over time than did three nonproject schools, but the project school which has had the services of the aides one semester longer than the other reported greater use of the language laboratories.

The results of the data indicated that the project contributed to the facilitation of foreign language study. It is unfortunate that these two schools have been removed from the list of eligibility for ESEA Title I funds, and therefore the project will not be continued.

APPENDIXES

APPENDIX A

MILWAUKEE PUBLIC SCHOOLS FOREIGN LANGUAGE DEPT.
STUDENT ATTITUDE SCALE

SCHOOL_____ DATE_____

CLASS_____ BOY____ GIRL____

DIRECTIONS: We need your help in planning for the use of the language lab this semester. Fill in the four blanks at the top of the page. Check a blank YES, NO, or SAME for each of the following items.

	YES	SAME	NO
1. I like my school better now than at the beginning of the semester.	—	—	—
2. The language lab has helped change my attitude toward school.	—	—	—
3. I like the teachers in my school better now than at the beginning of the semester.	—	—	—
4. The language lab has helped change my attitude toward my teachers.	—	—	—
5. The language lab has helped change my attitude toward the foreign language I am taking.	—	—	—
6. I like the students in my foreign language class.	—	—	—
7. The lab helps me to volunteer answers more often in class.	—	—	—
8. My use of the lab improves my pronunciation.	—	—	—
9. Because of the lab aide my teacher is able to give me special help outside the lab when I need it.	—	—	—
10. The language lab has increased my confidence and has helped me to understand and speak the foreign language better.	—	—	—
11. I would like to continue the foreign language I'm taking and plan to enroll in the next course offered.	—	—	—

(OMIT ITEMS 12 THROUGH 16 IF NO FOREIGN LANGUAGE WAS TAKEN LAST SEMESTER)

12. I like the foreign language I am taking better this semester than last semester.	—	—	—
13. I am satisfied with the progress I made in my foreign language class last semester.	—	—	—
14. My foreign language is easier this semester than last semester.	—	—	—
15. If your answer was yes to item 14, is it easier because you've been able to use the language lab more often?	—	—	—
16. The homework assignments involving dialogue memorization and language pattern drills are easier this semester than last semester because I can use the lab more often.	—	—	—

APPENDIX B

PERCENTAGE OF "YES" RESPONSE BY SCHOOL AND LEVEL
PRETEST, POST-TEST AND FOLLOW-UP
STUDENT ATTITUDE SCALE

Item No.	Level of Foreign Language Study											
	First Year						Second Year					
	School A			School B			School A			School B		
	Pre	Post	Follow Up	Pre	Post	Follow Up	Pre	Post	Follow Up	Pre	Post	Follow Up
1	62	45	57	51	39	48	42	39	44	27	20	17
2	36	14	29	41	21	30	32	23	13	26	20	17
3	46	43	76	44	54	43	45	41	56	35	40	50
4	19	8	14	21	18	22	18	16	19	19	15	17
5	63	54	67	69	62	74	56	56	63	55	48	58
6	96	85	90	94	85	83	89	80	69	95	90	100
7	74	63	52	73	53	74	66	45	75	45	28	50
8	82	72	86	88	82	70	85	70	88	82	79	92
9	58	47	71	65	64	57	63	47	44	38	59	50
10	82	70	67	85	73	91	66	50	63	59	52	67
11	77	76	90	93	84	70	76	72	63	72	77	50
12			38			30	45	28	38	18	23	25
13			38			91	44	48	25	65	49	75
14			43			30	34	28	19	19	17	25
15			33			17	24	3	13	33	16	8
16			24			43	29	20	38	33	28	33
Average % of YES response	63	52	55	66	58	45	51	42	46	45	41	46

APPENDIX C

MILWAUKEE PUBLIC SCHOOLS FOREIGN LANGUAGE PROJECT
TEACHER ATTITUDE SCALE

DATE_____

DIRECTIONS: We need your help in evaluating the use of the language lab this semester. Please complete the following items as accurately as you can at this time by checking the appropriate blank after each of the following items.

	YES	NEUTRAL	NO
1. Do you feel that the students selected for the project classes receive more benefit than they would if there were no aides available?	___	___	___
2. Do you feel that having language lab aides provides you with sufficient assistance in the project?	___	___	___
3. Do you feel that the project may improve the effectiveness of your teaching?	___	___	___
4. Do you think the teachers in your school react positively toward your project?	___	___	___
5. Do you think the motivation of your students is better than similar students in a regular class setting?	___	___	___
6. Do you think the behavior of these students is better than those in a regular class setting?	___	___	___
7. Do you think the project helps promote closer teacher-student relationships?	___	___	___
8. Has having a language lab aide given you more time to devote to individual students for special help outside the lab?	___	___	___
9. Do the questions in this survey provide sufficient coverage of the areas that need measuring in regard to the effectiveness of the language lab aides?	___	___	___
10. Have you been able to motivate your students to use the lab more because you have the lab aide?	___	___	___

11. In what ways have you been able to improve student performance, or student attitudes, because you have a language lab aide? Please list below.

_____

_____

12. In what other ways has the use of the language lab aide improved the students' progress? Please list below.

_____

_____

_____